

## Race to the Top Panel Review by Applicant



For Hawaii, Phase 2

Selection Criteria	Available	Average Total Score	Average Total Score	Revi	ewer '	1	Revi	ewer 2	2	Revi	ewer 3	3	Revi	ewer 4	1	Revi	ewer	5
Status		Tier 1	Tier 2	Соп	plete	d	Сот	pleted	#	Соп	pleted	1	Com	pleted	1	Com	plete	d/
				Tier 1	Tier	2	Tier 1	Tier	2									
A. State Success Factors	125	113	115.6	118	120		120	123		113	113		110	113		104	109	
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	61	62.2	65	65		60	63		60	60		61	61		59	62	
(i) Articulating comprehensive, coherent reform agenda	5	4.8	4.8	5	5		5	5		5	5		4	4		5	5	
(ii) Securing LEA commitment	45	42.8	43.4	45	45		45	45		40	40		45	45		39	42	
(iii) Translating LEA participation into statewide impact	15	13.4	14	15	15		10	13		15	15		12	12		15	15	
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	29.2	29.6	30	30		30	30		30	30		28	28		28	30	
(i) Ensuring the capacity to implement	20	19.6	19.6	20	20		20	20		20	20		18	18		20	20	
(ii) Using broad stakeholder support	10	9.6	10	10	10		10	10		10	10		10	10		8	10	
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	22.8	23.8	23	25		30	30		23	23		21	24		17	17	
(i) Making progress in each reform area	5	4.4	4.4	5	5		5	5		5	5		4	4		3	3	
(ii) Improving	25	18.4	19.4	18	20		25	25		18	18		17	20		14	14	

B. Standards and Assessments	70	69.2	69.2	70	70	70	70	70	70		68	68		68	68	
(B)(1) Developing and adopting common standards	40	39.6	39.6	40	40	40	40	40	40		38	38		40	40	
(i) Participating in consortium developing high-quality standards	20	19.6	19.6	20	20	20	20	20	20		18	18		20	20	
(ii) Adopting standards	20	20	20	20	20	20	20	20	20	П	20	20	П	20	20	Γ
(B)(2) Developing and implementing common, high- quality assessments	10	10	10	10	10	10	10	10	10		10	10		10	10	
(i) Participating in consortium developing high-quality assessments	5	5	5	5	5	5	5	5	5		5	5		5	5	
(ii) Including a significant number of States	5	5	5	5	5	5	5	5	5		5	5		5	5	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	19.6	19.6	20	20	20	20	20	20		20	20		18	18	
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C. Data Systems to Support Instruction	47	43.6	43.6	44	44	44	44	45	45		43	43		42	42	
(C)(1) Fully implementing a statewide longitudinal data system	24	22	22	22	22	22	22	22	22		22	22		22	22	
(C)(2) Accessing and using State data	5	5	5	5	5	5	5	5	5		5	5		5	5	
(C)(3) Using data to improve instruction	18	16.6	16.6	17	17	17	17	18	18		16	16		15	15	
(i) Increasing the use of instructional improvement systems	6	6	6	6	6	6	6	6	6		6	6		6	6	

(ii) Supporting LEAs, schools, and teachers in using instructional improvement systems	6	4.8	4.8	5	5	6	6	6	6	4	4	3	3	
(iii) Making the data from instructional improvement systems available to researchers	6	5.8	5.8	6	6	5	5	6	6	6	6	6	6	

D. Great Teachers and	138	121.8	122.4	122	122	120	123	123	123	125	125	119	119	
Leaders														
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	13.6	13.8	15	15	11	12	11	11	18	18	13	13	
(i) Allowing alternative routes to certification	7	5.4	5.4	5	5	4	4	4	4	7	7	7	7	
(ii) Using alternative routes to certification	7	3.6	3.6	4	4	3	3	3	3	5	5	3	3	
(iii) Preparing teachers and principals to fill areas of shortage	7	4.6	4.8	6	6	4	5	4	4	6	6	3	3	
(D)(2) Improving teacher and principal effectiveness based on performance	58	54.6	54.6	50	50	58	58	58	58	49	49	58	58	
(i) Measuring student growth	5	4.8	4.8	4	4	5	5	5	5	5	5	5	5	
(ii) Developing evaluation systems	15	13.8	13.8	13	13	15	15	15	15	11	11	15	15	
(iii) Conducting annual evaluations	10	10	10	10	10	10	10	10	10	10	10	10	10	
(iv) Using evaluations to inform key decisions	28	26	26	23	23	28	28	28	28	23	23	28	28	
(D)(3) Ensuring equitable distribution of effective teachers and principals	25	23.6	23.6	25	25	20	20	25	25	25	25	23	23	

(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	14.4	14.4	15	15	12	12	15	15	15	15	15	15	
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	9.2	9.2	10	10	8	8	10	10	10	10	8	8	
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	11.6	11.6	12	12	14	14	9	9	14	14	9	9	
(i) Linking student data to credentialing programs and reporting publicly	7	5.8	5.8	5	5	7	7	5	5	7	7	5	5	
(ii) Expanding effective programs	7	5.8	5.8	7	7	7	7	4	4	7	7	4	4	
(D)(5) Providing effective support to teachers and principals	20	18.4	18.8	20	20	17	19	20	20	19	19	16	16	
(i) Providing effective support	10	9	9	10	10	9	9	10	10	9	9	7	7	
(ii) Continuously improving the effectiveness of the support	10	9.4	9.8	10	10	8	10	10	10	10	10	9	9	
E Turning	50	47	48.2	50	50	50	50	45	A.F	45	48	45	48	
E. Turning Around the Lowest- Achieving Schools	30	4/	<del>4</del> 8.2	30	30	30	30	<del>4</del> 0	45	<del>4</del> 0	48	40	48	
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10	10	10	10	10	10	10	10	10	10	10	10	

(E)(2) Turning around the lowest-achieving

(i) Identifying

(ii) Turning

schools

the persistently lowestachieving schools

38.2

33.2

35

35

30

33

33

around the persistently lowest- achieving schools														
F. General	55	48	48.4	44	44	53	53	52	52	43	43	48	50	
(F)(1) Making education funding a priority	10	9.8	9.8	10	10	10	10	10	10	9	9	10	10	
(i) Allocating a consistent percentage of State revenue to education	5	5	5	5	5	5	5	5	5	5	5	5	5	
(ii) Equitably funding high- poverty schools	5	4.8	4.8	5	5	5	5	5	5	4	4	5	5	
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	33.4	33.8	30	30	38	38	37	37	29	29	33	35	
(i) Enabling high- performing charter schools "(caps)"	8	8	8	8	8	8	8	8	8	8	8	8	8	
(ii) Authorizing and holding charters accountable for outcomes	8	7.6	8	8	8	8	8	8	8	8	8	6	8	
(iii) Equitably funding charter schools	8	5.8	5.8	4	4	8	8	8	8	4	4	5	5	
(iv) Providing charter schools with equitable access to facilities	8	6.6	6.6	5	5	8	8	8	8	4	4	8	8	
(v) Enabling LEAs to operate other innovative, autonomous public schools	8	5.4	5.4	5	5	6	6	5	5	5	5	6	6	
(F)(3) Demonstrating other significant reform conditions	5	4.8	4.8	4	4	5	5	5	5	5	5	5	5	
Subtotal (Calculated before determining whether the	485	442.6	447.4	448	450	457	463	448	448	434	440	426	436	

applicant met the Competitive Preference Priority on STEM)														
Competitive Preference Priority 2: Emphasis on STEM	15	15*	15*	15	15	15	15	15	15	15	15	15	15	
Individual Reviewer Score (see individual reviewer technical review forms)	500			463	465	472	478	463	463	449	455	441	451	

Total 500 457.6 462.4

	FINAL**		Revie			Revie	wer 2	Revie	wer 3	Revie	wer 4	Revie	wer 5	
Absolute Priority - Comprehensive Approach to Education Reform	Yes		Yes	Yes		Yes								

<sup>\*</sup> Applicants are eligible for either 0 or 15 points in Competitive Preference Priority 2: Emphasis on STEM. The total awarded to the applicant is not based on an average of individual reviewer scores in this section. Rather, 15 points are added to the applicant's Average Total Score if a majority of reviewers determined that the applicant has met the STEM criteria (indicated by the individual reviewer entering 15 points in that field). If a majority of reviewers award 0 points in this area, 0 points are added to the applicant's Average Total Score.

<sup>\*\*</sup> The applicant will be determined to have met the absolute priority if the majority of reviewers responded "yes".

